



WHERE YOU **BELONG**/GROUP NEEDS

Grades K-4

Skills and Objectives:

- Students will learn about the concept of groups.
- Students will use counting techniques to take a census of their family and class.
- Students will discuss the needs of individuals, families, and the community.

Chalkboard Definitions

household: a family or group of people that live together in one place.

group: a number of people who share something in common such as a school, community, or country.

community: a group of people who live in the same area or have something in common.

need: something that a person must have.

census: an official count of the population in a given area.

housing unit: living quarters such as a house or an apartment.

WHERE YOU BELONG

Grades K-1

Suggested Groupings:

Whole class, pairs, individuals

Getting Started:

Discuss the definition of a group with your students. Explain that a very important group is the family and that families tend to live together in one housing unit. The U.S. Census Bureau gathers information about housing units and people. This gathering of information is called a census. A census is taken every 10 years (always a year that ends in a zero) because the number of people and the number of housing units change. The new numbers are used for important community decisions, such as where to build new schools and roads.

Using the Activity Worksheets:

- Photocopy and distribute Worksheet 3A (page 12).
- Explain how a census counts people and the housing units people live in.
- Guide students through the activity: Have them draw their class and household, then count the total number of people.

Wrapping Up:

Have students show their pictures to the rest of the class. Ask students: **How do their drawings differ? What are the different places where families might live?** Draw examples on the board. Explain how there may be more than one housing unit in a structure, such as an apartment building.

GROUP NEEDS

Grades 2-4

Suggested Groupings:

Whole class, individuals

Getting Started:

Ask students to define the word “needs.” Explain that individuals need certain things to live. Have students give examples of needs such as food, water, and shelter and discuss how one person’s individual needs might be different from what a group needs. Next, discuss with students what some of the class needs are, then extend the topic of discussion to the needs a family might have, and then to the needs a community might have. Challenge students to think about why certain things might be needed by a family and a community, and not by an individual.

Using the Activity Worksheets:

- Photocopy and distribute Activity Worksheet 3B (page 13).
- During or after your classroom discussion of needs, help students fill in their lists. Remind them to give reasons why these things are needed.

Wrapping Up:

Review with students their lists of class, family, and community needs. Ask students: **Are there any family and community needs on their lists that are different from individual needs?** Indicate their answers in a separate list on the board. **Are there any needs that might be more important than others? Why? Why do we take a census?**



Name: _____

Where You **Belong**

We all belong to many groups. You belong to the groups below. Draw a picture of each group including everyone who is a part of the group. Then count how many people are in each group. This is like taking a census.

My Class

How many classmates do you have? _____

My Household (the people I live with)

How many people live in your household? _____



Name: _____

Group Needs

● Groups have different needs. Write down some things your class needs and why they are needed. Then do the same for your family and community.

1. My class needs:

2. My family needs:

3. My community needs:
